

Jesse W Boyd Elementary

1505 Fernwood Glendale Road
Spartanburg, South Carolina 29307

Grades	PK-6 Elementary School	
Enrollment	597 Students	
Principal	Margaret Peach	864-594-4430
Superintendent	Dr. Lynn Batten	864-594-4400
Board Chair	David W. Cecil, II	864-594-4400

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	53	21	1	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes
2005	Average	Unsatisfactory	No

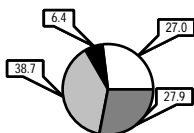
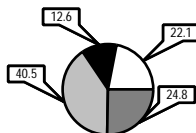
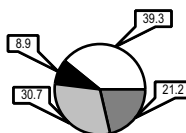
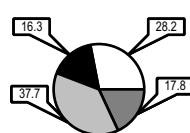
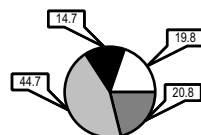
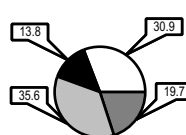
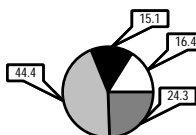
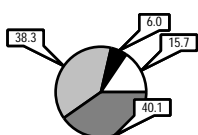
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	343	100.0	27.0	38.7	27.9	6.4	44.2	Yes	Yes
Gender									
Male	189	100.0	28.7	39.8	26.5	5.0	39.2		
Female	154	100.0	24.8	37.2	29.7	8.3	50.3		
Racial/Ethnic Group									
White	174	100.0	12.7	38.0	38.0	11.4	62.7	Yes	Yes
African American	152	100.0	45.5	39.9	14.0	0.7	20.3	No	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	18.2	27.3	54.5	0.0	54.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	287	100.0	19.9	40.2	32.1	7.7	49.8		
Disabled	56	100.0	61.8	30.9	7.3	0.0	16.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	343	100.0	27.0	38.7	27.9	6.4	44.2		
English Proficiency									
Limited English Proficient	13	100.0	27.3	36.4	36.4	0.0	45.5	I/S	I/S
Non-Limited English Proficient	330	100.0	27.0	38.7	27.6	6.7	44.1		
Socio-Economic Status									
Subsidized meals	141	100.0	46.6	37.6	15.8	0.0	20.3	No	Yes
Full-pay meals	202	100.0	13.5	39.4	36.3	10.9	60.6		

Mathematics – State Performance Objective = 36.7%									
All Students	343	100.0	22.1	40.5	24.8	12.6	53.7	Yes	Yes
Gender									
Male	189	100.0	23.8	37.0	26.0	13.3	52.5		
Female	154	100.0	20.0	44.8	23.4	11.7	55.2		
Racial/Ethnic Group									
White	174	100.0	6.0	36.1	36.1	21.7	74.1	Yes	Yes
African American	152	100.0	42.7	43.4	11.9	2.1	28.0	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	9.1	54.5	18.2	18.2	63.6	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	287	100.0	14.0	43.5	28.0	14.4	60.1		
Disabled	56	100.0	61.8	25.5	9.1	3.6	21.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	343	100.0	22.1	40.5	24.8	12.6	53.7		
English Proficiency									
Limited English Proficient	13	100.0	9.1	63.6	18.2	9.1	72.7	I/S	I/S
Non-Limited English Proficient	330	100.0	22.5	39.7	25.1	12.7	53.0		
Socio-Economic Status									
Subsidized meals	141	100.0	40.6	42.9	14.3	2.3	32.3	Yes	Yes
Full-pay meals	202	100.0	9.3	38.9	32.1	19.7	68.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	343	100.0	39.3	30.7	21.2	8.9	30.1
Gender							
Male	189	100.0	38.1	31.5	20.4	9.9	30.4
Female	154	100.0	40.7	29.7	22.1	7.6	29.7
Racial/Ethnic Group							
White	174	100.0	18.7	33.7	31.9	15.7	47.6
African American	152	100.0	65.7	23.1	9.8	1.4	11.2
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	18.2	72.7	0.0	9.1	9.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	287	100.0	32.5	33.9	22.9	10.7	33.6
Disabled	56	100.0	72.7	14.5	12.7	0.0	12.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	343	100.0	39.3	30.7	21.2	8.9	30.1
English Proficiency							
Limited English Proficient	13	100.0	9.1	72.7	18.2	0.0	18.2
Non-Limited English Proficient	330	100.0	40.3	29.2	21.3	9.2	30.5
Socio-Economic Status							
Subsidized meals	141	100.0	60.2	27.8	11.3	0.8	12.0
Full-pay meals	202	100.0	24.9	32.6	28.0	14.5	42.5

Social Studies							
All Students	343	99.7	28.0	37.8	17.8	16.3	34.2
Gender							
Male	189	100.0	27.1	35.4	21.0	16.6	37.6
Female	154	99.4	29.2	41.0	13.9	16.0	29.9
Racial/Ethnic Group							
White	174	99.4	12.7	35.2	24.8	27.3	52.1
African American	152	100.0	48.3	39.2	9.8	2.8	12.6
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	9.1	45.5	27.3	18.2	45.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	287	99.7	20.4	42.2	18.1	19.3	37.4
Disabled	56	100.0	65.5	16.4	16.4	1.8	18.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	343	99.7	28.0	37.8	17.8	16.3	34.2
English Proficiency							
Limited English Proficient	13	100.0	0.0	45.5	45.5	9.1	54.5
Non-Limited English Proficient	330	99.7	29.0	37.6	16.9	16.6	33.4
Socio-Economic Status							
Subsidized meals	141	100.0	49.6	36.8	9.0	4.5	13.5
Full-pay meals	202	99.5	13.0	38.5	24.0	24.5	48.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	95	99.0	25.3	14.9	47.1	12.6	59.8
	4	97	100.0	27.0	36.0	36.0	1.1	37.1
	5	94	100.0	31.1	46.7	21.1	1.1	22.2
	6	103	100.0	34.3	28.3	29.3	8.1	37.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	77	100.0	17.1	31.6	40.8	10.5	51.3
	4	90	100.0	24.4	39.0	31.7	4.9	36.6
	5	84	100.0	25.9	46.9	25.9	1.2	27.2
	6	92	100.0	39.1	36.8	14.9	9.2	24.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	95	100.0	19.3	35.2	26.1	19.3	45.5
	4	97	100.0	27.0	34.8	22.5	15.7	38.2
	5	94	100.0	24.4	43.3	14.4	17.8	32.2
	6	103	100.0	15.2	33.3	29.3	22.2	51.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	77	100.0	14.5	55.3	19.7	10.5	30.3
	4	90	100.0	25.6	35.4	26.8	12.2	39.0
	5	84	100.0	25.9	39.5	21.0	13.6	34.6
	6	92	100.0	21.8	33.3	31.0	13.8	44.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	77	100.0	19.7	36.8	35.5	7.9	43.4
	4	90	100.0	40.2	30.5	19.5	9.8	29.3
	5	84	100.0	48.1	34.6	14.8	2.5	17.3
	6	92	100.0	47.1	21.8	16.1	14.9	31.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	77	100.0	9.2	38.2	27.6	25.0	52.6
	4	90	100.0	28.0	40.2	17.1	14.6	31.7
	5	84	100.0	38.3	39.5	16.0	6.2	22.2
	6	92	98.9	34.9	33.7	11.6	19.8	31.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 597)				
First graders who attended full-day kindergarten	64.1%	Down from 86.7%	100.0%	100.0%
Retention rate	1.3%	Down from 1.8%	2.5%	3.0%
Attendance rate	96.5%	Up from 95.9%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.7%	Up from 3.6%	3.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.7%	Up from 3.3%	2.7%	3.2%
Eligible for gifted and talented	34.4%	Down from 35.9%	18.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.7%	Up from 9.2%	7.7%	8.2%
Older than usual for grade	0.2%	Down from 0.6%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 50)				
Teachers with advanced degrees	54.0%	Down from 56.1%	53.5%	52.6%
Continuing contract teachers	84.0%	Down from 90.2%	84.4%	83.3%
Highly qualified teachers	93.8%	Down from 97.3%	93.4%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	90.5%	Up from 89.9%	89.2%	87.0%
Teacher attendance rate	95.8%	Up from 95.3%	94.7%	95.0%
Average teacher salary	\$42,401	No change	\$42,560	\$41,703
Prof. development days/teacher	14.9 days	Up from 9.5 days	12.3 days	12.8 days
School				
Principal's years at school	5.0	No change	5.0	4.0
Student-teacher ratio in core subjects	14.8 to 1	Down from 20.3 to 1	19.7 to 1	18.8 to 1
Prime instructional time	91.4%	Up from 90.1%	90.0%	89.8%
Dollars spent per pupil*	\$5,595	Down 8.7%	\$5,859	\$6,242
Percent of expenditures for teacher salaries*	65.0%	Up from 64.6%	66.1%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.2%	Up from 94.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Good	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.5%		89.4%	
Highly qualified teachers in high poverty schools	93.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Jesse Boyd Elementary provides a challenging curriculum within a safe and inviting environment. The school is recognized by its family and community partners for students' academic achievement. Responsible interpersonal decisions are encouraged and healthy choices are promoted.

Using the district's conceptual framework for teaching and learning, teachers plan lessons based on integrated units of study aligned to state standards. Teachers deliver instruction in a variety of ways to address individual student needs and learning styles. Assessments guide instruction, ensuring appropriate planning and that all standards are taught.

Integrating social studies and science concepts with teaching reading skills and math principles enables students to draw conclusions from past learning, reflect on current learning, and build foundations for future learning. Students demonstrate their understanding through projects, written and oral reports, games, and technology-assisted presentations.

Our students distinguish themselves in academics and in the fine arts. Thirty-four percent of our third through sixth graders participate in the gifted program with several receiving high honors in the Word Master program. Strong visual and performing arts programs provide the opportunity for students to develop their creative talents. Boyd students receive recognition at the district, regional, and state levels. In addition, many of our students participate in local art shows, plays, ballets, and musical youth groups.

Education is a team effort and is accomplished through the joint participation of parents, staff, students, and community members. Members of PTSO and School Improvement Council volunteer many hours to support our school in addition to providing resources and materials to enhance the curriculum. High school and college students mentor and tutor our students. Boyd has benefited from a partnership with USC-Upstate and its educational outreach programs.

Students serve the school community through a variety of service learning projects such as Relay for Life, Jump Rope for Heart, Susan B. Komen Cancer Research, tsunami relief, Humane Society, pop tab collections for the Ronald McDonald House, and canned food and winter coat drives.

Jesse Boyd Elementary has been recognized as a Red Carpet School, a recipient of the 14 Carrot Challenge, and a winner of the Healthy Schools Award.

Dr. Maralyce Eubanks, Principal
Sonny Moss, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	54	86	65
Percent satisfied with learning environment	94.3%	80.7%	90.3%
Percent satisfied with social and physical environment	94.2%	82.1%	82.8%
Percent satisfied with school-home relations	92.5%	85.5%	76.6%

*Only students at the highest elementary school grade level at this school and their parents were included.